



## EXPLORING GLOBAL ENGLISHES IN INDONESIAN EFL CLASSROOMS: A CASE STUDY ON EXTENSIVE LISTENING

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**Abstract:** This study explores how Global Englishes (GE)-informed materials can be used for teaching extensive listening, focusing on students' perceptions before and after learning the concept, as well as the benefits and challenges they experienced. The study was conducted with 24 third-year university students in Bandung, Indonesia. In this study, data were collected through course reflective journals, semi-structured interviews, and classroom observations and were thematically analysed. The findings revealed that most students were initially not familiar with Global Englishes. However, after learning the concept, they gained a better understanding and awareness of the diversity of English. They also became more confident speaking English with their own accents. A significant challenge, however, was understanding accents they had not been exposed to before. In essence, the findings may elucidate how GE-informed materials can boost students' confidence and expand their understanding of effective communication in English, as well as provide suggestions for incorporating GELT into classrooms.

**Keywords:** *ELT; extensive listening; Global Englishes; higher education; Indonesian EFL students*

### INTRODUCTION

As English is now spoken all over the world in various settings, the number of non-native English speakers (NNES) has surpassed that of native speakers (Galloway, 2013; Prabjandee, 2019). English has become a global language that helps people with different native language backgrounds communicate (Galloway & Rose, 2015). Despite this, native-like proficiency continues to be regarded as the standard for competence in English Language Teaching (ELT) (Galloway, 2013). In line with this, Ambele and Boonsuk (2020) argued that aiming for having native-like proficiency is no longer relevant as it fails to consider the diversity of English and may not adequately prepare learners for real-world communication.

Kirkpatrick (2012) note that learning English as a global language should focus on making an

effective communication between multilingual speakers, as opposed to striving for native-like proficiency. In light of the current situation, a new field of study called Global Englishes (GE) has emerged. GE looks at both World Englishes (WE) and English as a lingua franca (ELF) (Galloway, 2013). Galloway (2013) also explains that, even though WE and ELF have some differences, scholars of both fields agree on the importance of recognising the diversity of English.

As stated by Fang and Widodo (2019), local languages, dialects, and accents can be the factors that influence the use of English in Asian countries, such as China and Indonesia. This study then explores whether it is acceptable to use local dialects and languages when speaking English. In this context, Fang and Widodo (2019) argue that globalisation requires people to be more aware of

and open to the various ways of how English is used around the world.

Considering the ongoing situation, scholars are beginning to question the traditional native-centred approach to teaching English (Pan et al., 2021). As English has spread worldwide, there are concerns in language teaching about the gap between what is taught in the classroom and how the language is actually used in real-life situations (Miao et al., 2025; Rose & Galloway, 2017). In relation to the “global ownership” of English, Prabjandee (2019) contend that teachers need to adapt their teaching approaches. This is because it can influence how English language users see themselves. In addressing this issue, Galloway (2011, 2013) introduced Global Englishes Language Teaching, which was later developed by Galloway and Rose (2015, 2018).

Global Englishes Language Teaching (GELT) is a framework that focuses on the diverse forms of the use of English globally. It is shaped by various research paradigms, such as World Englishes, English as a Lingua Franca (ELF), English as an International Language (EIL), and Translanguaging (Galloway & Rose, 2018). The goal of GELT is to help learners understand the diversity of English rather than just adhering to native-speaker norms. This framework also recognises all English users from different background as target interlocutors as an effort to create a more inclusive learning environment. Therefore, this framework is seen to provide more

practical English language teaching experiences that can be relevant to different linguistic circles (Boonsuk et al., 2021). Hence, the implementation of “GE-oriented pedagogies” is recommended (Boonsuk et al., 2021, p. 2).

Galloway and Rose (2018) designed a course to teach Global Englishes in the English for Academic Purposes (EAP) context. Their study involved 108 third- and fourth-year students in Japan. In week 10, students did presentations on different varieties of English. The findings suggest that such an activity had a positive impact on students’ understanding of the diversity of English. It also encouraged the students to reconsider their views on English varieties other than the standard models that are usually found in ELT materials in Japan.

In the context of GELT, Galloway and Numajiri (2020) argue that language is seen as fluid and can change constantly, therefore the boundaries between languages are not clearly defined. The primary goal of GELT is to help learners develop the skills needed for effective communication across multiple languages and cultures. Instead of assessing their proficiency against native speaker standards, GELT recognises the diversity of their linguistic abilities and fosters their capacity for intercultural communication. Following this, Table 1 below presents the GELT framework, which shows the differences between traditional ELT and GELT.

Table 1. *The current Global Englishes Language Teaching (GELT) framework (Rose & Galloway, 2019, p. 21)*

	Traditional ELT	GELT
Target interlocutors	Native English Speakers	All users of English
Owners	Inner Circle	Global ownership
Target culture	Static Native English cultures	Fluid cultures
Norms	Standard English	Diverse, flexible, and multiple forms
Teachers	Non-Native English-speaking teachers (same first language) and Native English-speaking teachers	Qualified, competent teachers (same and different first languages)
Role model	Native English speakers	Expert users
Source of materials	Native English and Native English speakers	Salient English-speaking communities and contexts
Other languages and cultures	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standards	Communicative competence
Goals of learning	Native-like proficiency	Multicompetent user
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive GE perspective

Orientation	English Monolingual	Multilingual/translingual
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In recent years, interest in the varieties of English spoken in Asian countries has grown significantly. As Murata and Jenkins (2009) revealed, this is reflected in the existence of an academic journal dedicated to the study of Asian Englishes. Scholars have also explored Global English Language Teaching (GELT) extensively, with notable studies conducted in Japan, China, and Thailand. Recently, attention has also shifted to the Indonesian context. Firstly, a study in Japan by Galloway (2013) aimed to bridge the gap between theoretical concepts and practical implementation in English Language Teaching (ELT). The findings revealed that participants still preferred “native” English due to factors such as experiences, familiarity, and stereotypes. Nevertheless, the Global Englishes course had a positive impact on some learners. It helps them become more aware of and confident in using non-native varieties of English.

In China, the result of a study by Pan et al. (2021) involving Chinese non-English majors indicated a positive view of China English among participants. Interestingly, students preferred learning about the characteristics of China English alongside traditional Anglophone English. Positive attitudes were linked to linguistic rights, Chinese cultural identity, and China’s global influence. However, some students still aspired to sound like native English speakers. This result shows that there is a complex relationship between language identity and global communication.

In Thailand, Ambele and Boonsuk’s (2020) study on undergraduate students studying English found that students were open to embracing linguistic diversity. This finding suggests that there is a need for a re-evaluation of ELT in Thailand to include English from Outer and Expanding Circles and incorporate Thai and ASEAN cultures into materials to prepare learners for diverse English communication contexts.

In Indonesia, Raja et al. (2022) investigated EFL preservice teachers. The findings revealed that English is perceived as a global language used for communication in different fields. The participants showed a willingness to engage with and accept various forms of English spoken worldwide. They were aware that achieving a perfect native-like accent is challenging.

In addition to the mentioned studies in Japan, China, and Thailand, there are other studies in

these countries, such as in Japan (e.g., Hamada & Suzuki, 2021), in China (e.g., Fang, 2016; Si, 2018), and in Thailand (e.g., Tarrayo et al., 2020). Despite the growing body of research on Global Englishes Language Teaching (GELT) in Asia, studies addressing its theoretical and practical applications in Indonesia remain limited. This study aims to bridge this gap by exploring GELT within the Indonesian context.

Developing good listening skills is essential for language learners in the classroom because they can help improve their speaking abilities (Loan et al., 2024). To help learners improve their listening skills, Elyas and Alghofaili (2019) recommend that language teachers incorporate listening strategies and provide exercises based on real-life situations. In this study, extensive listening strategies are employed.

Extensive Listening (EL) is a language learning approach where students engage with enjoyable and easy-to-understand content in the target language outside their classroom (Goh & Vandergift, 2022; Ivone & Renandya, 2019). In the present study, EL activities are used to incorporate Global Englishes-related materials. Research has shown that EL can be an effective tool for enhancing language skills (Rukmana et al., 2023). To maximise the effectiveness of EL, there are three essential principles: (a) variety, frequency, and repetition; (b) structure and guidance; and (c) the use of learning journals.

Many studies have used the GELT framework to create specialised courses focused on Global Englishes. In contrast, this study looks at how to incorporate the GELT framework into an extensive listening classroom. The introduction of Global Englishes to the students is expected to provide further benefits to them as active users of English, both personally and professionally. In a study conducted by Chanwaiwit and Kantisa (2022), it was revealed that Thai teachers had positive attitudes towards English as a lingua franca, but preferred native speaker models, which suggests that ELF-aware teacher education is needed. Therefore, as future language educators, the Global Englishes topic is expected to be the starting point that will equip them with a good understanding of how to teach English to their students, following the relevant framework in today’s globalised world. Therefore, the purpose of this study is to seek answers to the following

questions: (1) What are the EFL learners' perceptions towards Global Englishes before and after learning the concept?; (2) What benefits do learners get when engaging with Global Englishes in the extensive listening classroom?; and (3) What challenges do learners face when engaging with Global Englishes in the extensive listening classroom?

## **METHOD**

This study adopted a case study design to investigate the perceptions of higher education EFL students towards Global Englishes both before and after exposure to the concept in an extensive listening classroom. The consideration is that this design facilitates a detailed and comprehensive examination of a specific case, allowing for a thorough analysis while ensuring that a broader perspective is maintained (Yin, 2009). By adopting this approach, one can gain a deeper understanding of the case in question while also considering its implications in the larger context. Therefore, a case study design is deemed appropriate for gathering the requisite data to address the research questions.

The present study was conducted at a public university located in West Java, Indonesia. It involved third-year students who took the Listening for Academic Purposes II course. In total, 42 students were enrolled in this course; however, only 24 students agreed to participate in this study after being fully informed about the study.

The Listening for Academic II course is part of the curriculum for academic listening. The course aims to enhance the students' academic listening skills and focuses on topics related to Global Englishes. The course consists of 8 sessions, with each session running for 100 minutes or two credit hours, and is delivered both synchronously and asynchronously once a week. Throughout the lessons, students engage in various activities, such as extensive listening and chapter summaries. In addition, they were given a weekly Extensive Listening Journal (ELJ) assignment. The ELJ required students to provide summaries, articulate their reactions, and reflect on their learning experiences.

The research site and participants were intentionally selected based on the fact that Global Englishes, which is the primary focus of this study, has only been taught in the Listening for Academic Purposes II course. This allows for an

investigation into how students learn Global Englishes. In relation to this, third-year students were identified as the most suitable group to participate in this research due to their adequate experience in using English. These students have honed their English skills through their studies and outside their educational institutions by participating in various organisational activities provided by the study program and university. They may have also engaged in activities outside their studies using their English skills.

Consequently, introducing Global Englishes to these students is expected to provide further benefits to them as active users of English, both personally and professionally. As future language educators, the topic of Global Englishes is expected to be the starting point that will equip them with a good understanding of how to teach English to their students, following the relevant framework in today's globalised world.

Before participating in the study, all prospective participants were provided with consent forms that outlined the details of the study, including the purpose of the research and the expected outcomes. It was also explicitly informed in the consent form that students' decisions to participate would not affect their grades in any way. Therefore, the study can move forward in an ethical and responsible way, making sure that the rights of each participant are respected and protected (Audette et al., 2020). Moreover, in order to protect participants' confidentiality throughout the study, each student was given a pseudonym consisting of the letter "S" (Student) and a number, for example, S1 (Student-1), S2 (Student-2), and so forth until S24 (Student-24).

To collect data from students' perceptions of Global Englishes, a course reflective journal with a set of prompts was designed based on previous studies on GE (i.e., Boonsuk et al., 2021; Galloway, 2013; Jenkins, 2009; Si, 2018). Rose et al. (2020) explained that journals can be a useful tool for reflecting on personal experiences. Writing a journal enables people to reflect on their own thoughts, behaviours, and actions; thus, it can provide data for analysis (Rose et al., 2020). The purpose of using a reflective journal in this study was to collect data by encouraging students to share their thoughts on Global Englishes before and after learning about it, as well as their views on the diversity of how English is used today. The course reflective journal also asked students to share the benefits and challenges they experienced

when learning about Global Englishes. This approach aimed to gather information that can be used to improve the understanding of Global Englishes and its impact on language learning. In the present study, the course reflective journals were the primary source of data. They were distributed to the students at the end of the course.

Apart from a course reflective journal, this study carried out individual semi-structured interviews with four participants who were carefully selected based on their journal entries to clarify any uncertainties or points that needed further exploration. These interviews were held via Zoom Meeting, and lasted around 15 to 20 minutes. To help the participants express their ideas more freely, the interviews were conducted in Bahasa Indonesia.

In addition to utilising course reflective journals and semi-structured interviews, the present study also used classroom observations to support the data. Throughout the course, 8 sessions were observed and recorded. The researcher also took a field note for each meeting. The recordings and field notes helped the researcher document and capture important words, phrases, and conversations during the learning activities.

This study used thematic analysis to analyse the collected data. As asserted by Braun and Clarke (2022), thematic analysis is a method that helps identify patterns in qualitative data through exploration, analysis, and interpretation. It involves organising the data through coding, and interpreting these codes to form meaningful themes (Kiger & Varpio, 2020). Thematic analysis follows six key steps: becoming familiar with the dataset, coding the data, identifying initial themes, reviewing and refining these themes, defining and naming the final themes, and writing up the results (Braun & Clarke, 2022).

The analysis was done manually to gain insights into students' perspectives on Global English both before and after learning about the concept, as well as to identify the benefits and challenges they encountered during the learning process. The findings were then supported by prior research on the topic. Moreover, it is important to note that the original data collected in Bahasa Indonesia was translated into English.

## RESULTS AND DISCUSSION

### *Students' perceptions of Global Englishes before learning the concept*

Based on the analysis, the data suggested that the majority of the students were not familiar with the concept of Global Englishes before enrolling in the Listening for Academic II course. On the contrary, the rest of the students mentioned that although they had heard of the term "Global Englishes," they had not explored it further. However, all 24 students recognised the diversity of the English language and its widespread use around the world. Below are a few examples of the students' statements:

"I was not familiar with the concept of Global Englishes before. I only learnt about and began to understand this concept when taking the Listening for Academic Purposes II course. I knew that English is used by many people from various parts of the world. That is why, there are differences and variations in terms of accents. However, I did not know about and had never heard of the term Global English before." (S2 - Course reflective journal)

"Yes, I have heard of Global Englishes, but I was not aware of its exact meaning before." (S19 - Course reflective journal)

"I have actually heard the term 'Global Englishes' before, but I did not quite understand its exact meaning. My previous understanding of 'Global Englishes' was limited to thinking that English is a global or international language. I do not have a further or detailed understanding of the term." (S23 - Course reflective journal)

The findings suggest that Global Englishes is a relatively new concept for most students in the Listening for Academic Purposes II course context. The revelation that most students were unfamiliar with Global Englishes before taking the course implies that this concept may have yet to be extensively incorporated into their previous language education, as some students further shared in the reflective journal and during the interviews.

"I have known about the concept of Global Englishes since high school, but I did not explore it in depth because the lessons focused more on conversation and grammar." (S14 - Course reflective journal)

"During my school days, it seemed like the English teachers wanted the students to achieve a native-like accent, specifically American and

British accents. Without realising it, I worked hard to achieve an American accent, as I tended to favour it over the British accent.” (S23 - Semi-structured interview).

Besides the students’ previous English language education experiences, the findings revealed that their prior perceptions of the English language may also be influenced by how they were exposed to it. This exposure can come from their interests, such as the English content they watch. For example, students who watched Harry Potter may have thought that having a British accent is the right way to speak English, or they may have believed that speaking English with an American accent is the correct way, especially if they looked up to people who spoke that way (S14, S24). Research indicates that students frequently demonstrate a preference for accents originating from English-speaking countries, suggesting that factors such as familiarity and exposure significantly influence their perceptions (Jeong, et al., 2021; Lee & Drajadi, 2019; Pradana, 2019). This could be due to the fact that it is common for people to maintain the firmly established notion that British English and American English are the

exclusive standard forms of the English language (Widodo et al, 2022). Furthermore, previously, English learners studied the language to converse with native speakers, but nowadays, most learners use English to communicate with other non-native speakers (da Costa & Rose, 2024).

In light of these observations, it can be inferred that it is crucial to include the topic of Global Englishes and incorporate GE-oriented teaching methods into the English Language Teaching (ELT). This is because the English language is now used globally, and students need to be better prepared to use English with people from diverse linguistic and cultural backgrounds in the future (Fang & Ren, 2018). Moreover, although native accents are often regarded favourably, they are not consistently perceived as the most suitable for teachers or learning models (Tsang, 2020).

*Students’ perceptions of Global Englishes after learning the concept*

The study first commenced in September 2023 and was completed in November 2023. Throughout the semester, students participated in a range of activities related to Global Englishes, which are outlined in the following table.

Table 2. *Class activities overview*

Meeting	Topics	Activities
3	Introduction to Global Englishes	<ul style="list-style-type: none"> <li>- Reading an article about Global Englishes written by Jennifer Jenkins.</li> <li>- Discussing questions provided by the lecturer related to Global Englishes, such as:                             <ul style="list-style-type: none"> <li>a) What is the definition of Global Englishes?</li> <li>b) What does it mean to be a native English speaker?</li> <li>c) Does accent really matter? Why or why not?</li> <li>d) Does a native accent influence your pronunciation? Why or why not?</li> <li>e) What is your opinion about the importance of clear communication in English.</li> </ul> </li> <li>- Reflecting on students’ English skills, especially speaking skills, and identifying areas that need improvement.</li> </ul>
4	Varieties of English around the World	<ul style="list-style-type: none"> <li>- Watching and analysing a video featuring people from different nationalities speaking English (i.e., American, Italian, Chinese, French, Japanese, Indonesian, and Indian).</li> <li>- Answering and discussing the following guided questions related to the video: a) where is the speaker from?; b) what topic is being discussed?; and c) what is your opinion about their English?.</li> </ul>
7	Native-speakerism	<ul style="list-style-type: none"> <li>- Discussing native-speakerism and students’ perspectives on it, including their thoughts on what makes a good teacher and their prior knowledge of native-speakerism.</li> <li>- Discussing questions about the diversity of English and the factors that may influence a person’s accent.</li> </ul>
8	Debates on Global Englishes	<ul style="list-style-type: none"> <li>- Debating about the relationship between English accents and intelligibility.</li> </ul>

9	Mid-Term Assignment Submission: Chapter Summary and Review	- Writing a summary and review of each chapter from a book titled “English as an International Language in Asia: Implications for Language Education” (Kirkpatrick & Sussex, 2012) as the mid-term assignment for this course.
10, 11	Native English Speakers	- Analysing the differences between native varieties of English, such as American and British English, and discussing how these differences have developed over time.
12	Students’ Chapter Summary & Review Presentations	- Presenting the chapter summary and review assignment. - Commenting on the chapter they read.

As displayed above, throughout the duration of the course, students were exposed to a diverse range of materials on Global Englishes, including modules, videos, and discussions. Furthermore, students were required to maintain Extensive Listening Journals (ELJ) based on the Global Englishes audio-based contents they listened to, with specific topics chosen by the instructor. In these assignments, students were asked to listen to any kinds of audio-based materials and then summarise them, provide comments, and reflect on what they learned the challenges they faced. For the audio-based materials, students were given the opportunity to choose from various sources, such as videos or podcasts featuring different English speakers with a range of backgrounds, including Indonesian, Chinese, Vietnamese, Japanese, Singaporean, Indian, Italian, French, and many others. Moreover, as part of their mid-term assessment, students were required to create a chapter summary on the topic of Global Englishes. Following this, they had to present their summaries individually to the entire class.

“After studying Global Englishes, I understand that English is not solely owned by native-speaking countries who use English as their primary language. Moreover, native speakers should not always be the benchmark for how English is used.” (S3 - Course reflective journal)

Some students mentioned in their course reflective journal that relying solely on native speakers as the standard for learning and using English is no longer relevant. They also stated that there is no such thing as a “wrong” accent (S3, S13, S1). They emphasised that the most important thing is to effectively communicate using our natural accent while ensuring that we are understood and our communication is clear and intelligible (S3, S22). This finding aligns with research conducted by Kong and Kang (2020) and Mohsen and Nirmal (2022), which demonstrates that students place a higher value on effective communication skills rather than striving to achieve a native-like accent.

Table 3. *Extensive listening journals’ topics*

Meeting	Topics
1, 2	Global Englishes
3, 4, 5	Non-native English speakers
6	Native-speakerism
10	Native English speakers

In multilingual communities, it is essential to understand the perspectives of students towards English, its functions, and its significance (Rajprasit, 2023a). The findings from the present study showed that students developed positive perceptions and understandings of the Global Englishes concept at the end of the course. Not only did they have a better understanding of the various accents of the English language, but they also recognised that English does not solely belong to its native speakers; it has a “global ownership” as well (Alruwaili & Atalab, 2023; Dang, 2023; Prabjandee, 2019, p. 2).

*Benefits and challenges of learning the concept of Global Englishes*

*Benefits of learning Global Englishes*

After learning Global Englishes in the listening classroom, the majority of students shared similar experiences regarding the benefits they obtained and the challenges they faced when learning the concept. A significant number of students expressed that the lessons significantly boosted their confidence when speaking English in their authentic accent. They also highlighted an increased awareness of the diverse variations of English across different regions, which subsequently resulted in enhanced academic performance due to a more profound comprehension of the implications of Global Englishes.

“I feel more confident speaking in English after understanding the concept of GE, which has

been really helpful.” (S20 - Course reflective journal)

“I have grown to appreciate the variety of accents and dialects used by different people. Furthermore, I have gained more confidence in speaking English without the fear of making mistakes.” (S22 - Course reflective journal)

Furthermore, Student-10 reported how they applied the GE concept in a real-life context to interact with an individual from another country.

“The other day, I had the opportunity to talk in English with an international student. This (Global Englishes) experience helped me practice and enhance my ability to understand different accents while still following and engaging in our conversation.” (S10 - Course reflective journal)

The findings indicate that incorporating Global Englishes in the listening classroom not only improves students’ language skills but also fosters a more inclusive and diverse approach to using the English language. The increased confidence level when speaking English with a natural accent reflects a positive change in attitudes toward linguistic diversity. This shift in mindset is expected to yield meaningful effects by contributing to the development of more open and inclusive language settings, both within educational institutions and in broader societal contexts. In addition, since the participants in this research are pre-service teachers, this listening course aims to help them become familiar with English varieties beyond those they already know. This may help them broaden their awareness of different cultural and linguistic backgrounds, which can be valuable when teaching in diverse classrooms (Baratta, 2019).

Following that, the real-life application of GE, as demonstrated by Student-10, shows how classroom knowledge can be effectively transferred to meaningful interactions. This may suggest that learning Global Englishes does not only help students with their language skills. More than that, being aware of GE can also boost confidence and encourage a more positive attitude toward the different varieties of English (Jindapitak et al., 2022; Rajprasit, 2023b).

#### *Challenges of learning global Englishes*

Even though students gained some benefits, they also encountered challenges while learning the

concept of GE. As reported by the students, the most common challenge they faced was dealing with unfamiliar accents, which they had not encountered before (S2, S4, S5, S8, S12, S16, S22, S24).

“I still have difficulty understanding some accents, such as the Indian accent. I have to listen carefully and sometimes rewatch the video several times. Without subtitles, I feel that I can only understand some parts of the video.” (S22 - Course reflective journal)

“I found it challenging when watching videos and analysing differences in accents or explaining what the speaker is talking about because sometimes the speaker in the video speaks very quickly or has a very strong accent, making it difficult for me to understand some parts.” (S2 - Course reflective journal)

The findings indicate that in accordance with students’ prior experience of being exposed mainly to native English speakers, non-native English accents may still be unfamiliar. Furthermore, some accents have a strong accent, which adds to the difficulty in understanding certain parts of the videos. This unfamiliarity with various accents reflects a need for increased exposure to diverse accents during the learning process as understanding diverse accents is crucial for global communication in English (Schaefer & Darcy, 2021).

#### **CONCLUSION**

Based on the findings and discussions, the study on the exploration of Global Englishes in the extensive listening classroom for Indonesian EFL learners revealed that the majority of the students initially lacked familiarity with the concept of Global Englishes. However, after learning about the concept, they developed an understanding and appreciation of the diversity of English. This new understanding gave them more confidence in speaking English with their own accent. They stated that they wanted to focus more on having clear communication instead of trying to sound like native speakers. Having been aware of the varieties of the English language, students also no longer viewed native speakers as the only standard for English proficiency. On the other hand, students also experienced a challenge when learning Global Englishes in the listening classroom. The main challenge reported by the

students was dealing with accents that were still unfamiliar to them.

These findings indicate that using Global Englishes-informed materials for teaching extensive listening can have a positive impact on students' perceptions and attitudes towards learning English. Moreover, the GE-oriented approach also challenges traditional beliefs about "standard English" and promotes the acceptance of non-native varieties (Chen, 2022).

Furthermore, the findings discovered in this study suggest English educators to integrate audio and video materials of speakers with various English accents, both native and non-native speakers, to help students become familiar with different varieties of English today. Teachers can also prioritise activities that encourage clear communication, and focus on mutual understanding in diverse contexts.

The present study has certain limitations that should be taken into consideration. Firstly, the research was conducted with a specific group of third-year students in higher education in Bandung, Indonesia, and therefore, the findings may not be generalisable to other populations or educational levels. Secondly, the relatively small sample size of 24 students may affect the broader applicability of the results. Therefore, it is suggested that future research to involve larger and more diverse participant groups to provide a more comprehensive understanding of the perceptions and experiences of implementing Global Englishes-informed materials in the EFL classroom.

Future research in this area could also help explore GE-informed teaching strategies and materials to address the challenges EFL learners face when encountering different English language varieties. It may also help enriching the existing body of research by offering practical suggestions and examples of how Global Englishes Language Teaching (GELT) can be implemented in the classroom for non-native English speakers.

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